

## COMMUNICATION GOALS

- 1 Talk about locations.
- 2 Discuss how to get places.
- 3 Discuss transportation.

www.irLanguage.com

### UNIT

# 3

## Places and How to Get There

### LESSON

# 1

### GOAL

Talk about locations

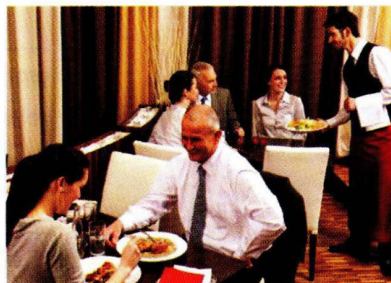
DIGITAL  
FLASH  
CARDS

- 1 1 ▶ 1:48 **VOCABULARY** • *Places in the neighborhood* Read and listen. Then listen again and repeat.

مرجع زبان ایرانیان



1 a bank



2 a restaurant



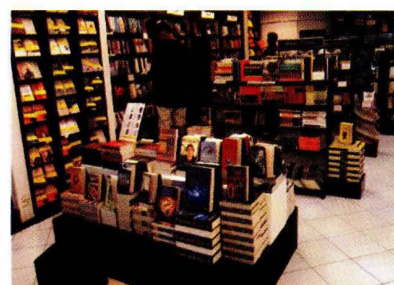
3 a pharmacy



4 a school



5 a newsstand



6 a bookstore

- 2 ▶ 1:49 **LISTENING COMPREHENSION** Listen. Write the places you hear.

1 .....

3 .....

2 .....

4 .....

- 3 **PAIR WORK** Say the name of a place. Your partner writes the word.

### VOCABULARY BOOSTER

More places • p. 126

DIGITAL  
FLASH  
CARDS

- 4 ▶ 1:50 **VOCABULARY** • *Locations* Read and listen. Then listen again and repeat.

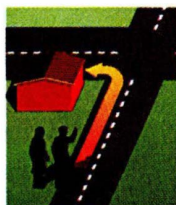
مرجع زبان ایرانیان



1 across the street



2 down the street



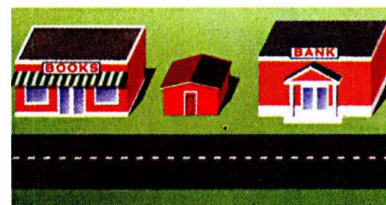
3 around the corner



4 on the left



6 next to the bank

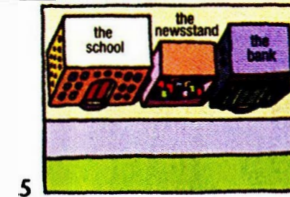
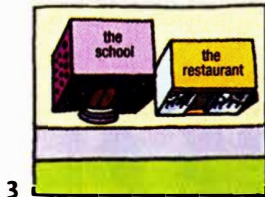
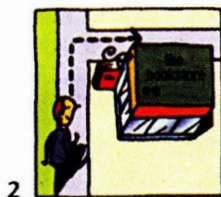
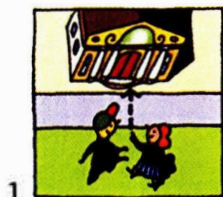


7 between the bookstore and the bank



5 **PAIR WORK** Take turns making statements about the places.

“ The bank is across the street. ”



6 **GRAMMAR** • **Be: Questions with Where / Subject pronoun it**

Ask questions with **Where** for locations.

**Where's** the restaurant?

Use **it** to replace the names of places.

**It's** down the street. (**It** = the restaurant)

Contractions  
Where is → **Where's**  
It is → **It's**

7 **GRAMMAR PRACTICE** Read the sentences. Write questions and answers. Answer with **It's**.

1 The pharmacy is across the street.

A: *Where's the pharmacy?*

B: *It's across the street.*

2 Billy's Restaurant is around the corner.

A: .....

B: .....

3 The newsstand is on the left.

A: .....

B: .....

4 The bookstore is next to the school.

A: .....

B: .....

DIGITAL  
MORE  
EXERCISES

DIGITAL  
VIDEO  
COACH

8 **PRONUNCIATION** • **Falling intonation for questions with Where** Read and listen. Then listen again and repeat.

1 Where is it?

2 Where's the bank?

3 Where's the school?

4 Where's the newsstand?

**NOW YOU CAN**

Talk about locations

1 **CONVERSATION MODEL**

Read and listen.

A: Excuse me. Where's the bank?

B: The bank? It's around the corner.

A: Thanks!

B: You're welcome.

2 **RHYTHM AND INTONATION**

Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR**

With a partner, change the conversation. Find the people on the map. Talk about the location of the places. Then change roles.

A: Excuse me. Where's the ..... ?

B: ..... ? It's .....

A: Thanks!

B: You're welcome.

**DON'T STOP!**

Ask about another location.

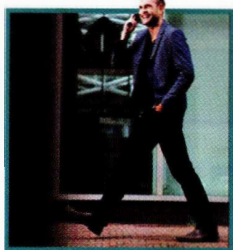
4 **CHANGE PARTNERS** Ask about other locations.



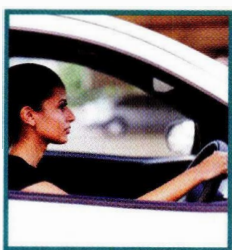


DIGITAL  
FLASH  
CARDS

## 1 ► 1:54 VOCABULARY • Ways to get places Read and listen. Then listen again and repeat.



1 walk



2 drive



3 take a taxi



4 take the train



5 take the bus

## 2 GRAMMAR • The imperative

Use imperatives to give instructions and directions.

Affirmative imperatives

Drive [to the bank].

Take the bus [to the pharmacy].

Negative imperatives

Don't walk.

Don't take the train.

Don't = Do not



## 3 VOCABULARY / GRAMMAR PRACTICE Follow the directions.

Partner A: Read a direction.

Partner B: Say the letter of the correct picture.

- 1 Walk to the bookstore.
- 2 Don't drive to the restaurant.
- 3 Take the bus to the bank.
- 4 Don't walk to the pharmacy.
- 5 Drive down the street.

Partner B: Read a direction.

Partner A: Say the letter of the correct picture.

- 6 Take the bus down the street.
- 7 Don't take the bus to the bank.
- 8 Walk to the bank.
- 9 Take a taxi to the restaurant.
- 10 Drive to the pharmacy.

DIGITAL  
MORE  
EXERCISES



4 ▶ 1:55 LISTENING COMPREHENSION Listen. Write the directions. Use an affirmative and a negative imperative.

- 1 Take the bus. Don't drive. 3 ..... 5 .....  
2 ..... 4 .....

## NOW YOU CAN

Discuss how to get places

مرجع زبان ایرانیان

1 ▶ 1:56 CONVERSATION MODEL Read and listen.

- A: Can I walk to the bookstore?  
B: The bookstore? Sure.  
A: And what about the school?  
B: The school? Don't walk. Drive.  
A: OK. Thanks!

2 ▶ 1:57 RHYTHM AND INTONATION Listen again and repeat.  
Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, change the conversation, using the photos. Ask how to get to places in the neighborhood. Then change roles.

- A: Can I walk to the ..... ?  
B: The ..... ? Sure.  
A: And what about the ..... ?  
B: The ..... ? Don't walk. ....  
A: OK. Thanks!

**DON'T STOP!**

Talk about locations.

### RECYCLE THIS LANGUAGE.

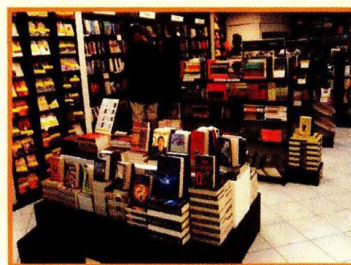
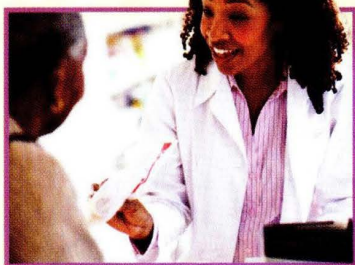
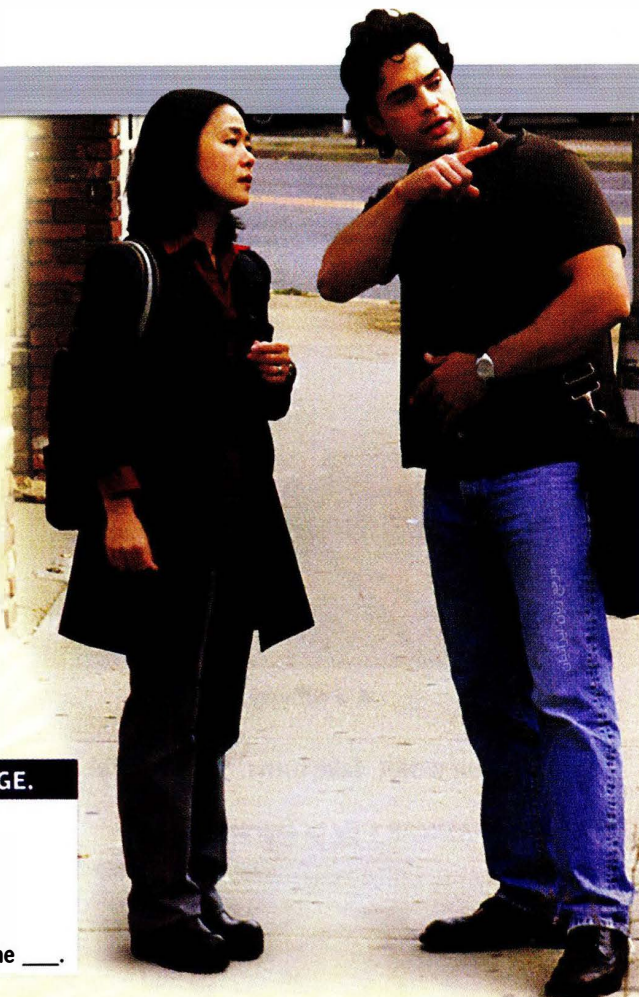
Where is it?

across the street.  
down the street.

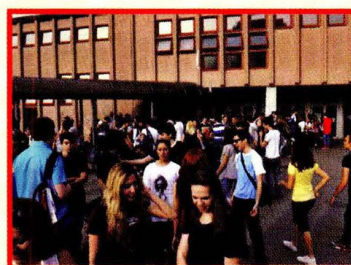
It's around the corner.

next to the \_\_\_\_.

between the \_\_\_\_ and the \_\_\_\_.



مرجع زبان ایرانیان  
**DR**  
irLanguage.com



www.irLanguage.com

4 CHANGE PARTNERS Ask about more places.



## 1 1:58 VOCABULARY • Means of transportation Read and listen. Then listen again and repeat.



1 a car



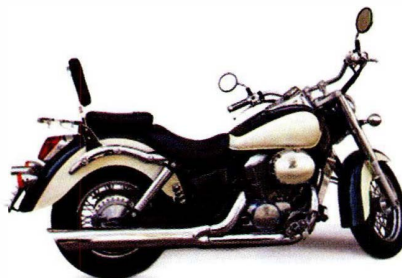
2 a bicycle



3 a moped



4 a subway



5 a motorcycle

Also remember:  
a bus  
a train  
a taxi

## 2 PAIR WORK Take turns. Spell a vocabulary word aloud. Your partner writes the word.

## 3 GRAMMAR • By to express means

مرجع زبان ایرانیان



by taxi

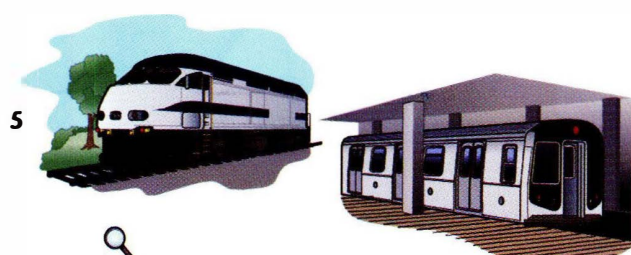
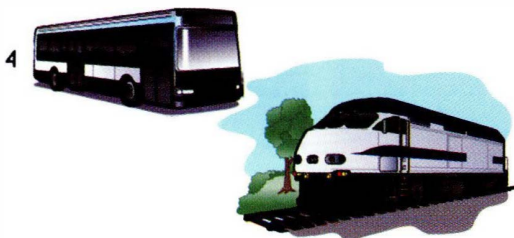
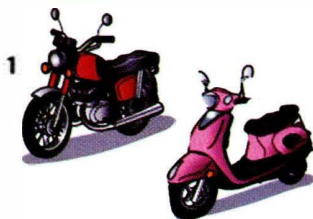


by bicycle



by motorcycle

## 4 1:59 LISTENING COMPREHENSION Listen. Circle the means of transportation you hear.





5 **VOCABULARY • Destinations** Read and listen. Then listen again and repeat.



1 go to work






2 go home



3 go to school

6 **LISTENING COMPREHENSION** Listen. Use a by phrase to write the means of transportation. Then check the box for work, home, or school.

Means of transportation				
1	by car	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**NOW YOU CAN** Discuss transportation

1 **CONVERSATION MODEL**

Read and listen.

A: How do you go to school?

B: By subway. What about you?

A: Me? I walk.

2 **RHYTHM AND INTONATION**

Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR**

With a partner, personalize the conversation. Ask about work, school, and home. Then change roles.

A: How do you go ..... ?

B: ..... What about you?

A: Me? .....

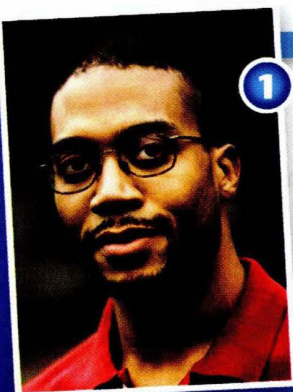
4 **CHANGE PARTNERS** Personalize the conversation again.





# EXTENSION

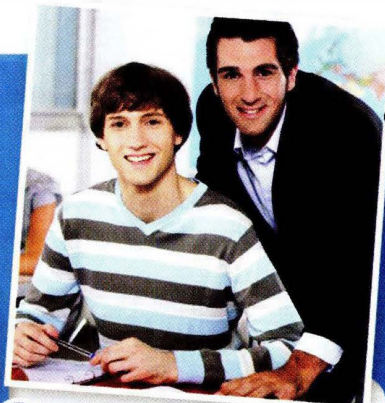
1 **READING** Read about how people go to work and school.



**1** I'm Mark Jackson. I'm an architect. My office is down the street from my home. I can walk to work. I'm lucky!



**3** I'm Min Park, and I'm a doctor from Miami. I go to work by train. I take the train home, too.



**4** I'm Matt Carson, and this is my teacher, Mr. Green. My school is right around the corner from my home, so I walk to school with my friends. We walk home together, too.



**2** I'm a manager of a bank. My name is Laura Blake. I go to work by car with my neighbor from across the street, Brad Lane. We're colleagues at the bank.

**5** I'm Art Green. I'm Matt's teacher. Can I walk to school? No way! My home is not around the corner from the school. I take the bus to and from school.

مرجع زبان ایرانیان

2 **PAIR WORK** Ask and answer the questions.

- 1 Is Mark Jackson a doctor?
- 2 Is Brad Lane Laura Blake's friend or her colleague?
- 3 Is Mr. Lane Ms. Blake's neighbor?
- 4 Is Matt Carson a student?
- 5 What is Matt's teacher's name?
- 6 Is Dr. Park from Miami?
- 7 Where is Mark Jackson's office?
- 8 Your own question: ..... ?

“ Is Min Park a banker? ”

“ No, she's not. She's a doctor. ”

3 **GROUP WORK** On the board, make a map of places near your school. Write the names of the places. Then take turns describing the locations of the places.



## RECYCLE THIS LANGUAGE.

Where's the [pharmacy]?

It's \_\_\_\_.

Can I [walk] to the [restaurant]?

Take / Don't take the [bus].

Walk. Don't [drive].

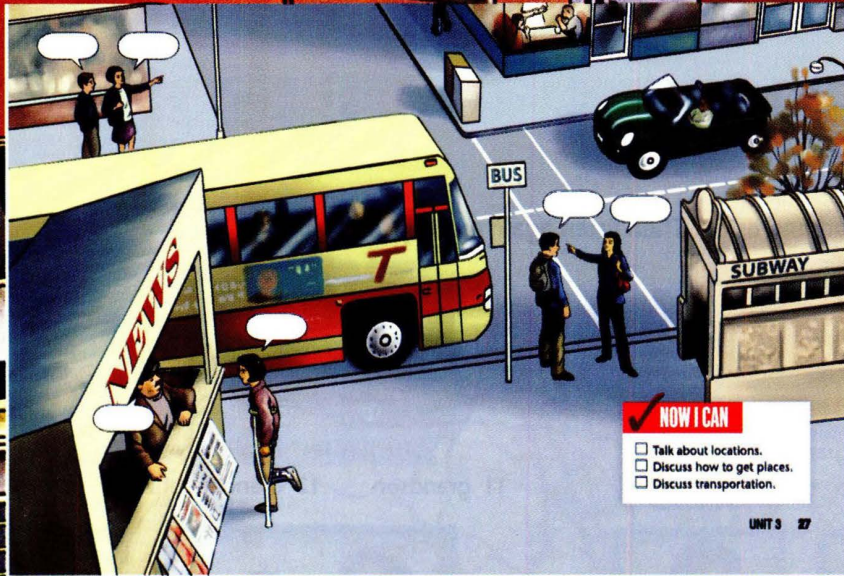
Go by [bus].

Don't go by [train].

## GRAMMAR BOOSTER

Unit 3 review • p. 137





#### ✓ NOW I CAN

- ☐ Talk about locations.
- ☐ Discuss how to get places.
- ☐ Discuss transportation.

UNIT 3 27

**CONTEST** Study the picture for one minute. Then close your books. Who can remember all of the locations? For example:

*The school is down the street.*

**PAIR WORK** Create conversations for the people. For example:

A: *How do you go to work?*

B: *By bus.*

**WRITING** Write five questions and answers about locations in the picture for the people at the bus stop. For example:

*Where's the restaurant?*

*It's across the street.*

**WRITING BOOSTER** p. 146

Guidance for this writing exercise



**CONTEST** Study the picture for one minute. Then close your books. Who can remember all of the locations? For example:

*The school is down the street.*

**PAIR WORK** Create conversations for the people. For example:

A: *How do you go to work?*

B: *By bus.*

**WRITING** Write five questions and answers about locations in the picture for the people at the bus stop. For example:

*Where's the restaurant?*

*It's across the street.*

**WRITING BOOSTER** p. 146

Guidance for this writing exercise

**✓ NOW I CAN**

- ☐ Talk about locations.
- ☐ Discuss how to get places.
- ☐ Discuss transportation.

UNIT 3 27



## COMMUNICATION GOALS

- 1 Identify people in your family.
- 2 Describe your relatives.
- 3 Talk about your family.

### UNIT

# 4

## Family

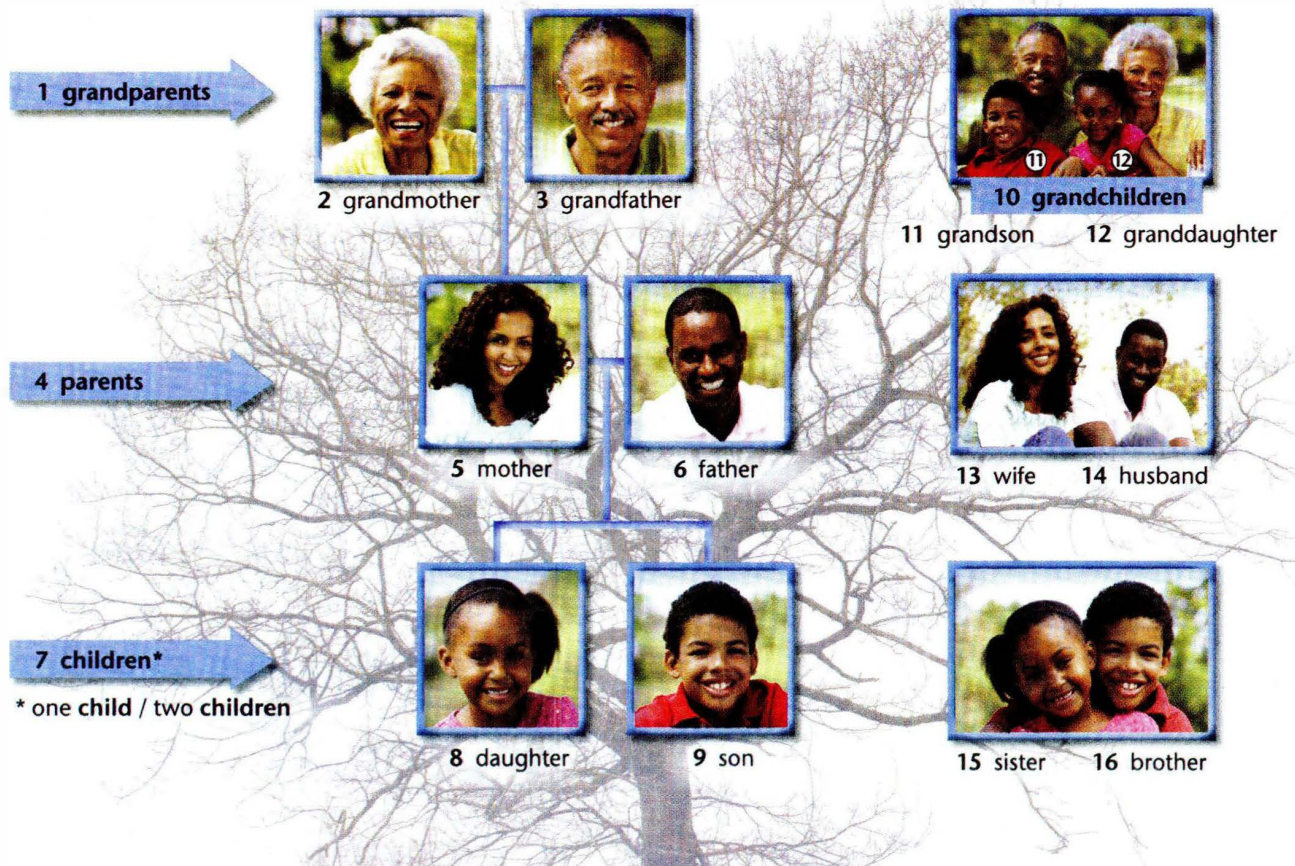
### LESSON

# 1

## GOAL

Identify people in your family

- 1 **VOCABULARY** • *Family relationships* Read and listen. Then listen again and repeat.



- 2 **PAIR WORK** Point to two people in the family. Describe their relationship.

“ She’s his daughter. ”

- 3 **LISTENING COMPREHENSION** Listen to a man identify people in his family. Check the correct photo.

1



2



3



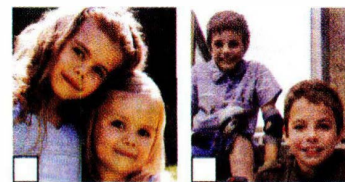
4



5



6





#### 4 GRAMMAR • Be: questions with Who

Who is he? (He's my dad.\*)

Who's Louise? (She's my mom.\*)

Who are they? (They're my sisters.)

Who are Nina and Jan? (They're my daughters.)

\* mom and dad = informal for mother and father

#### Contractions

Who is → **Who's**

**Be careful!**

Who are NOT ~~Who're~~

#### 5 GRAMMAR PRACTICE Write questions. Use Who's or Who are and he, she, or they.

1 A: Who's he.....?

B: He's my grandfather.

2 A: .....?

B: She's my mother.

3 A: .....?

B: He's Mr. Fine's grandson.

4 A: .....?

B: They're Pat's grandparents.

5 A: .....?

B: She's Ed's wife.

6 A: .....?

B: They're my brother and sister.

DIGITAL  
MORE  
EXERCISES

### NOW YOU CAN

#### Identify people in your family

#### 1 ▶2:04 CONVERSATION MODEL Read and listen.

A: Who's that?

B: That's my father.

A: And who are they?

B: They're my sisters, Mindy and Jen.

#### 2 ▶2:05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

#### 3 CONVERSATION ACTIVATOR Bring in photos of the people in your family (OR write their names). With a partner, personalize the conversation. Then change roles.

A: Who's that?

B: That's .....

A: And .....?

B: .....

**DON'T STOP!**

Talk about occupations.  
Ask more questions.

#### RECYCLE THIS LANGUAGE.

He's / She's [an engineer].

They're [architects].

What's his / her name?

What are their names?

How do you spell that?

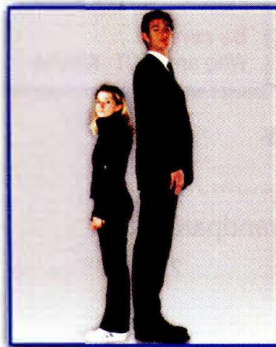
#### 4 CHANGE PARTNERS Personalize the conversation again.





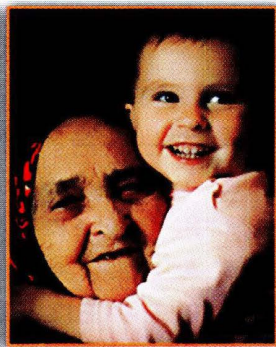
DIGITAL  
FLASH  
CARDS

- 1  2:06 **VOCABULARY** • *Adjectives to describe people*  
Read and listen. Then listen again and repeat.



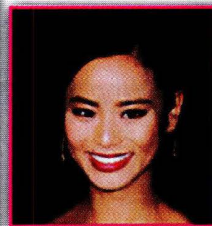
1 short

2 tall

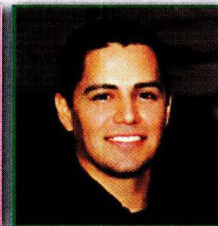


3 old

4 young

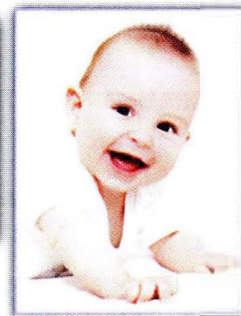


5 pretty



6 handsome

7 good-looking



8 cute

**VOCABULARY BOOSTER**

More adjectives • p. 127

- 2 **GRAMMAR** • *Be with adjectives / Adverbs very and so*

Describe people with a form of **be** and an adjective.

She's pretty.

He's handsome.

They're good-looking.

Your children are cute.

The adverbs **very** and **so** make adjectives stronger.

They're very good-looking.

He's very handsome.

She's so pretty.

Your children are so cute.

very = !  
so = !!!“ Gina and Deborah  
are very pretty. ”

- 3 **PAIR WORK** Use the Vocabulary to describe people in your class.

- 4  2:07 **LISTENING COMPREHENSION** Listen to the conversations.  
Circle the adjective that describes each person.

1 Her husband is (handsome / tall / old).

2 His daughter is (tall / good-looking / cute).

3 Her brothers are (tall / good-looking / young).

4 His son is (tall / good-looking / short).

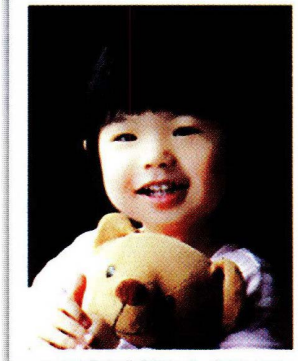
5 Her father is (tall / old / short).

6 His sisters are (tall / good-looking / short).

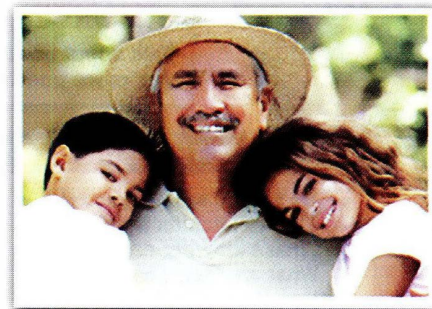
- 5 **VOCABULARY / GRAMMAR PRACTICE** Look at the photos. Complete each sentence with a form of **be** and an adjective.



1 Your sisters .....  
so .....

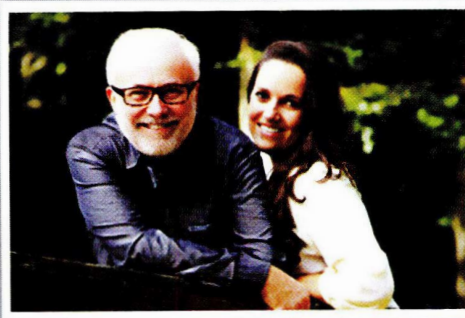


2 Your daughter .....  
so .....!



3 Our grandfather .....  
very .....





DIGITAL  
MORE  
EXERCISES

4 Her husband .....  
very .....

5 His wife ..... so  
..... !

6 Her brother .....  
very .....

6 **VOCABULARY / GRAMMAR PRACTICE** Write three sentences about people in your family. Use adjectives and the adverbs very or so to describe the people.

- 1 .....
- 2 .....
- 3 .....

*My mother is very tall.*

## NOW YOU CAN

### Describe your relatives

1 ▶2:08 CONVERSATION MODEL Read and listen.

A: Tell me about your father.  
B: Well, he's a doctor. And he's very tall.  
A: And how about your mother?  
B: She's an engineer. She's very pretty.

2 ▶2:09 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Describe your relatives. Then change roles.

A: Tell me about your .....  
B: Well, ..... And .....  
A: And how about your ..... ?  
B: .....

**DON'T STOP!**

Ask about other people  
in your partner's family.

4 CHANGE PARTNERS Ask about other classmates' relatives.





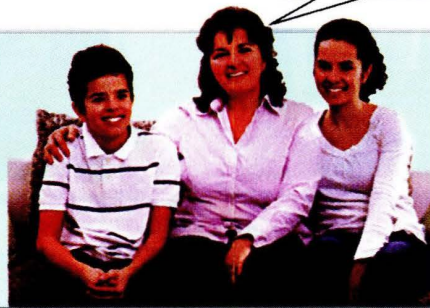
1 GRAMMAR • Verb have / has: affirmative statements

I  
You  
We  
They

**have** a brother.

He  
She

**has** three sisters.

2 GRAMMAR PRACTICE Complete the sentences. Use have or has. Then complete the sentence about your own family.

1 Mark ..... two brothers.

2 Mrs. Stevens ..... five grandsons.

3 They ..... a granddaughter.

4 We ..... twelve grandchildren.

5 Carl and Anna ..... two children.

6 She ..... five sisters.

7 They ..... no brothers or sisters.

YOU I .....

DIGITAL  
MORE  
EXERCISESDIGITAL  
FLASH  
CARDS

## 3 2:10 VOCABULARY • Numbers 21–101 Read and listen. Then listen again and repeat.

21 twenty-one

25 twenty-five

29 twenty-nine

40 forty

80 eighty

22 twenty-two

26 twenty-six

30 thirty

50 fifty

90 ninety

23 twenty-three

27 twenty-seven

31 thirty-one

60 sixty

100 one hundred

24 twenty-four

28 twenty-eight

32 thirty-two

70 seventy

101 one hundred one

DIGITAL  
VIDEO  
COACH

## 4 2:11 PRONUNCIATION • Numbers Listen and repeat. Then practice saying the numbers on your own.

13 • 30

17 • 70

14 • 40

18 • 80

15 • 50

19 • 90

16 • 60

## 5 PAIR WORK Take turns saying a number from the chart. Your partner circles the number.

23	45	40	18	94	21	20	14
58	102	43	89	90	44	53	13
30	19	60	99	22	50	52	100
15	47	33	54	17	66	77	70
64	78	95	80	87	101	1	31



## 6 GRAMMAR • Be: questions with How old

<b>How old is</b>	he? she? your sister?	(He's nineteen years old.) (She's thirty-three.) (She's twenty.)
<b>How old are</b>	they? your parents?	(They're twenty-nine.) (They're fifty and fifty-two.)

How old are you?

I'm three.



## 7 GRAMMAR PRACTICE Complete the questions. Use How old is or How old are.

- |                           |                          |
|---------------------------|--------------------------|
| 1 ..... your sister?      | 4 ..... Helen's husband? |
| 2 ..... Matt's parents?   | 5 ..... her children?    |
| 3 ..... your grandfather? | 6 ..... his son?         |

DIGITAL  
MORE  
EXERCISES

www.irLanguage.com

## NOW YOU CAN Talk about your family

مرجع زبان ایرانیان

### 1 ▶2:12 CONVERSATION MODEL Read and listen.

A: I have one brother and two sisters.  
B: Really? How old is your brother?  
A: Twenty.  
B: And your sisters?  
A: Eighteen and twenty-two.

### 2 ▶2:13 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

### 3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Talk about your own family. Then change roles.

A: I have .....  
B: Really? How old ..... ?  
A: .....  
B: And your ..... ?  
A: .....

**DON'T STOP!**

Ask more questions.



### RECYCLE THIS LANGUAGE.

Tell me about your [mother].  
And your [father]?  
How about your [grandparents]?  
  
What's his / her name?  
What are their names?  
  
What's his / her occupation?  
What are their occupations?

www.irLanguage.com



### 4 CHANGE PARTNERS Personalize the conversation again.



- 1 **READING** Read about some famous actors and their families and friends.

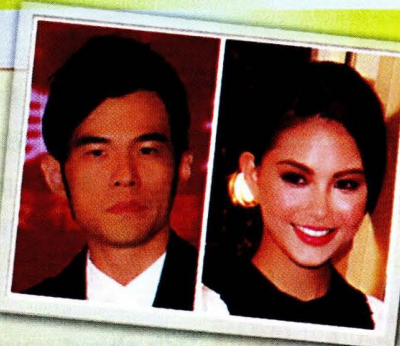
## Who Are They?



This is **Gael García Bernal**, on the left, with his good friend, **Diego Luna**, on the right. Mr. García Bernal is a famous actor from Mexico. His parents, Patricia Bernal and José Ángel García, are actors, too. He has one sister and two brothers. Mr. Luna is also an actor. Many people think they are both very handsome.



**Dakota Fanning** is a movie actor. Her younger sister, **Elle**, is also an actor in movies. They are from the United States, and they are both very pretty. Their father, Steven Fanning, is a salesman, and their mother, Heather Joy, is an athlete. Dakota and Elle are also students.



Meet **Jay Chou**, a famous singer from Taiwan. He is also an excellent musician and an actor. His parents are both teachers. Mr. Chou has no brothers or sisters. His girlfriend is **Hannah Quinlivan**. Her father is from Australia, and her mother is from Taiwan. Her Chinese name is Kun Ling. She is very young and pretty.

- 2 **READING COMPREHENSION** Read about the people again. Complete the sentences.

- Gael García Bernal is Diego Luna's .....
- Patricia Bernal, José Ángel García, and Diego Luna are all .....
- Heather Joy is Steven Fanning's .....
- Elle Fanning is Heather Joy's .....
- Mr. Chou's ..... is good-looking.
- Jay Chou's parents have one .....

- 3 **PAIR WORK** Interview your partner. Complete the notepad with information about your partner's family.

Relative's name	Relationship	Age	Occupation	Description
Doug	brother	14	student	He's very tall.

Relative's name	Relationship	Age	Occupation	Description

### GRAMMAR BOOSTER

Unit 4 review • p. 137

For additional language practice ...

**TOP NOTCH POP** • Lyrics p. 150

"Tell Me All About It"

SONG

KARAOKE

- 4 **GROUP WORK** Now tell your classmates about your partner's family.

“ Doug is Laura's brother.  
He's 14. ... ”



**PAIR WORK**

1 Ask and answer questions about the people in the two photos. For example:

A: Who's Ellen?

B: She's Natalie's mother.

A: Is Mia Ellen's daughter?

B: No, she's not. She's her...

2 Take turns making statements about the family relationships. For example:

*Matt has two children. Nora is his daughter.*

**DESCRIPTION** Choose a photo. Use adjectives to describe the people in each family. For example:

*Mia is very cute.*

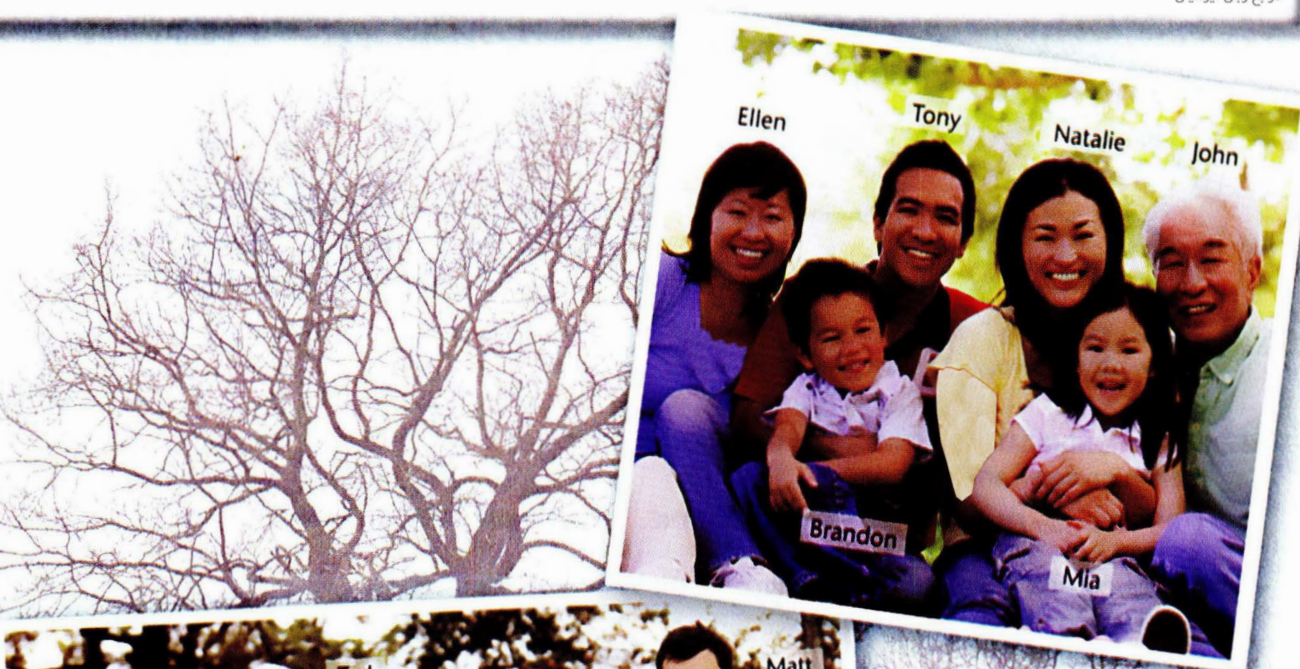
**WRITING** Choose two of your relatives. Write sentences about them. For example:

*My sister is 24 years old. She's short and good-looking. She's an architect. Her name is...*

**WRITING BOOSTER** p.147

Guidance for this writing exercise

مرجع زبان ایرانیان



**NOW I CAN**

- ☐ Identify people in my family.
- ☐ Describe my relatives.
- ☐ Talk about my family.



## COMMUNICATION GOALS

- 1 Confirm that you're on time.
- 2 Talk about the time of an event.
- 3 Ask about birthdays.

## UNIT

# 5

## Events and Times

### LESSON

## 1

### GOAL

Confirm that you're on time

#### DIGITAL FLASH

- 1 **VOCABULARY** • **What time is it?** Read and listen. Then listen again and repeat.



1 It's one o'clock.



2 It's one fifteen. OR  
It's a quarter after one.



3 It's one twenty. OR  
It's twenty after one.



4 It's one thirty. OR  
It's half past one.



5 It's one forty. OR  
It's twenty to two.



6 It's one forty-five. OR  
It's a quarter to two.



7 It's noon.



8 It's midnight.

0:00 to 11:59 = A.M.  
12:00 to 23:59 = P.M.

Say "eight A.M."  
or "eight P.M."



#### DIGITAL VIDEO COACH

- 2 **PRONUNCIATION** • **Sentence rhythm** Read and listen.

Then listen again and repeat.

- 1 It's TEN after FIVE.    2 It's TWENTY to ONE.    3 It's a QUARTER to TWO.

- 3 **PRONUNCIATION PRACTICE** Read the times in the Vocabulary aloud again.  
Pay attention to sentence rhythm.

- 4 **PAIR WORK** Look at the map. Ask your partner about times around the world. Say each time two ways.

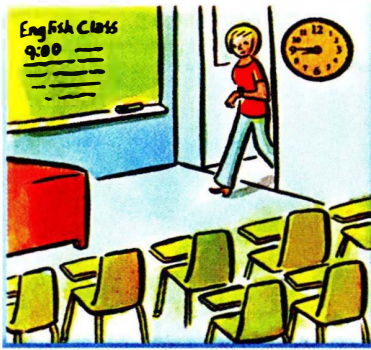
“ What time is it in Vancouver? ”

“ It's nine forty A.M.  
It's twenty to ten. ”





## 5 ▶ 2:19 VOCABULARY • Early, on time, and late Read and listen. Then listen again and repeat.



1 She's early.



2 They're on time.



3 He's late.

مرجع زبان ایرانیان

**NOW YOU CAN** Confirm that you're on time

## 1 ▶ 2:20 CONVERSATION MODEL Read and listen.

A: What time is the meeting?

B: 10:00.

A: Uh-oh. Am I late?

B: No, you're not. It's five to ten.

A: Five to ten?

B: That's right. You're early.

## 2 ▶ 2:21 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

## 3 CONVERSATION ACTIVATOR With a partner, change the conversation. Use the pictures and the times. Then change roles.

A: What time is the ..... ?

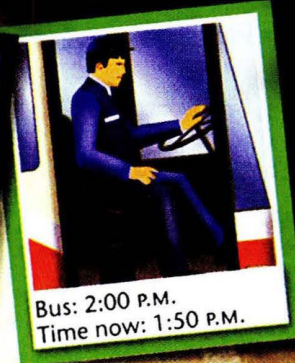
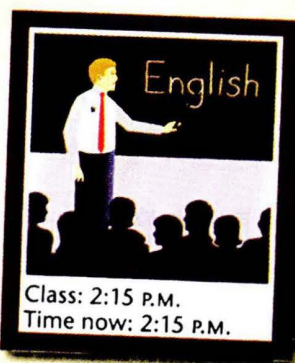
B: ..... .

A: Uh-oh. Am I late?

B: ..... It's ..... .

A: ..... ?

B: That's right. You're ..... .



## 4 CHANGE PARTNERS Change the conversation again.



## VOCABULARY BOOSTER

More events • p. 127

DIGITAL  
FLASH  
CARD

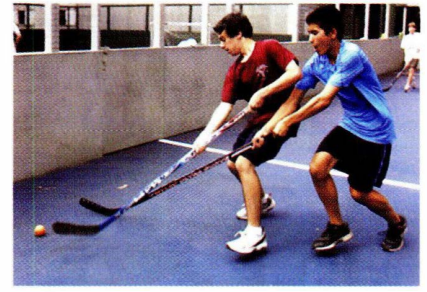
- 1 ▶ 2-22 VOCABULARY • Events Read and listen. Then listen again and repeat.



1 a party



2 a dance



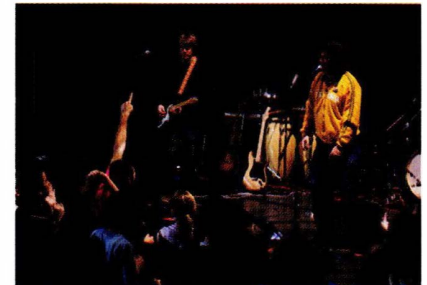
3 a game



4 a dinner



5 a movie



6 a concert

- 2 ▶ 2-23 LISTENING COMPREHENSION Listen to the conversations about events.

Write the event and circle the time.

- |                       |                                   |
|-----------------------|-----------------------------------|
| 1 ..... (7:15 / 7:45) | 4 ..... (12:00 A.M. / 12:00 P.M.) |
| 2 ..... (8:00 / 9:00) | 5 ..... (9:15 / 9:50)             |
| 3 ..... (3:30 / 3:15) | 6 ..... (12:00 A.M. / 12:00 P.M.) |

- 3 ▶ 2-24 VOCABULARY • Days of the week Read and listen. Then listen again and repeat.

WEEKDAYS					THE WEEKEND	
Monday	Tuesday	Wednesday	Thursday	Friday		Sunday

- 4 GRAMMAR • Be: questions about time / Prepositions at and on

What time is it?	(It's) five twenty.
What time's the party?	(It's) at nine thirty.
What day is the concert?	(It's) on Saturday.
When's the dance?	(It's) at ten o'clock.
	(It's) on Friday at 10:00 P.M.

## Contractions

What time is → What time's  
 What day is → What day's  
 When is → When's

## Be careful!

What time is it? NOT What time's it?  
 When is it? NOT When's it?



5 **GRAMMAR PRACTICE** Complete the questions and answers. Use contractions when possible.

1 A: When ..... the party?

B: It's ..... 11:00 P.M.

3 A: What ..... the concert?

B: It's ..... 8:30.

5 A: ..... the dance?

B: It's ..... Friday at 9:00.

2 A: ..... day's the game?

B: It's ..... Saturday.

4 A: What ..... the dinner?

B: It's ..... Tuesday.

6 A: What ..... the class?

B: It's ..... noon.

6 **2:25 LISTENING COMPREHENSION** Listen to the conversation. Write the events on the calendar.

Monday	5:30	Thursday	5:30
	6:30		6:30
	7:00		7:00 meeting
	7:15		7:15
Tuesday	5:30	Friday	5:30
	6:30		6:30
	7:00		7:00
	7:15		7:15
Wednesday	5:30	Saturday	5:30
	6:30		6:30
	7:00		7:00
	7:15		7:15
		Sunday	5:30
			6:30
			7:00
			7:15

**NOW YOU CAN** Talk about the time of an event

مرجع زمان ایرانیان

1 **2:26 CONVERSATION MODEL** Read and listen.

A: Look. There's a dance on Wednesday.

B: Great! What time?

A: 10:30. At Pat's Restaurant.

B: Really? Let's meet at 10:15.

2 **2:27 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

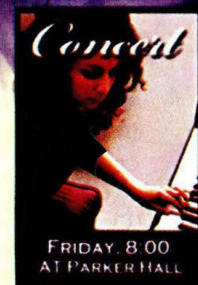
3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Ask about an event. Use these events or your own events. Then change roles.

A: Look. There's a ..... on .....

B: Great! What time?

A: ..... At .....

B: Really? Let's meet at .....



4 **CHANGE PARTNERS** Talk about different events.

www.irLanguage.com



- 1 **VOCABULARY • Ordinal numbers** Read and listen. Then listen again and repeat.

<b>1<sup>st</sup></b> first	<b>2<sup>nd</sup></b> second	<b>3<sup>rd</sup></b> third	<b>4<sup>th</sup></b> fourth	<b>5<sup>th</sup></b> fifth
<b>6<sup>th</sup></b> sixth	<b>7<sup>th</sup></b> seventh	<b>8<sup>th</sup></b> eighth	<b>9<sup>th</sup></b> ninth	<b>10<sup>th</sup></b> tenth
<b>11<sup>th</sup></b> eleventh	<b>12<sup>th</sup></b> twelfth	<b>13<sup>th</sup></b> thirteenth	<b>14<sup>th</sup></b> fourteenth	<b>15<sup>th</sup></b> fifteenth
<b>16<sup>th</sup></b> sixteenth	<b>17<sup>th</sup></b> seventeenth	<b>18<sup>th</sup></b> eighteenth	<b>19<sup>th</sup></b> nineteenth	<b>20<sup>th</sup></b> twentieth
<b>21<sup>st</sup></b> twenty-first	<b>22<sup>nd</sup></b> twenty-second	<b>30<sup>th</sup></b> thirtieth	<b>40<sup>th</sup></b> fortieth	<b>50<sup>th</sup></b> fiftieth

- 2 **PAIR WORK** Say a number. Your partner says the ordinal number.

“ three ”

“ third ”

- 3 **VOCABULARY • Months of the year** Read and listen. Then listen again and repeat.

January	February	March	April	May	June
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
July	August	September	October	November	December
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

- 4 **LISTENING COMPREHENSION** Listen to the dates. Circle the dates on the calendar.

- 5 **PAIR WORK** Say a date from the calendar. Your partner writes the date.

“ July thirty-first ”

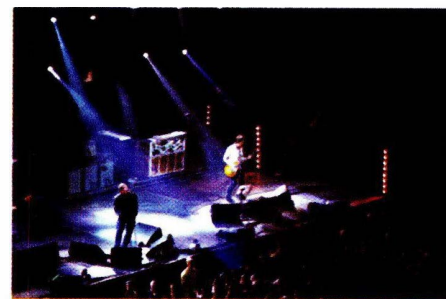
July 31<sup>st</sup>



6 GRAMMAR • Prepositions in, on, and at for dates and times: summary

When's the party?	It's <b>in</b> January.
When's the dance?	It's <b>on</b> January 15 <sup>th</sup> .
When's the dinner?	It's <b>on</b> the 12 <sup>th</sup> .
What day's the meeting?	It's <b>on</b> Tuesday.
What time's the movie?	It's <b>at</b> noon.
What time's the dance?	It's <b>at</b> 8:30.

**Be careful!**  
in the morning  
in the afternoon  
in the evening  
**BUT** at night



The concert's **on** August 12<sup>th</sup>.

7 GRAMMAR PRACTICE Complete the sentences. Use in, on, or at.

- The concert is ..... July 14<sup>th</sup> ..... 3:00 ..... the afternoon.
- The dinner is ..... December ..... the 6<sup>th</sup>.
- The party is ..... midnight ..... Saturday.
- The movie is ..... November 1<sup>st</sup> ..... 8:30 P.M.
- The game is ..... Wednesday ..... noon.
- The meeting is at the State Bank ..... 11:00 ..... the morning ..... July 18<sup>th</sup>.

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Ask about birthdays

1 ▶2:31 CONVERSATION MODEL Read and listen.

A: When's your birthday?  
B: On July 15<sup>th</sup>. When's your birthday?  
A: My birthday's in November. On the 13<sup>th</sup>.

2 ▶2:32 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation.

A: When's your birthday?  
B: ..... When's your birthday?  
A: My birthday's .....

**DON'T STOP!**

Ask your partner questions about other people's birthdays. Complete the chart.

brother's birthday:

sister's birthday:

mother's birthday:

father's birthday:

grandmother's birthday:

grandfather's birthday:

▶2:33 On someone's birthday say:

Happy birthday! 🎉

Thank you! 🙏



DIGITAL  
VIDEO

4 CHANGE PARTNERS Ask about other people's birthdays.



# EXTENSION

- 1  **READING** Read the announcements. What are the events this week?

## The Daily Express Events for the week of June 20<sup>th</sup>

مرجع زبان ایرانیان



### PARTY

**June 21<sup>st</sup> is Sally Neufield's birthday!**

90 years old, and so young!

**When:** Tuesday, June 21<sup>st</sup>, 7:00 P.M.

**Where:** Chuck's Café, around the corner from the bank. Don't be late!

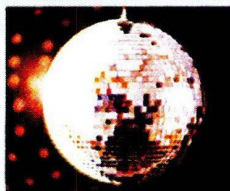
### MOVIE

**English actor Peter Sellers in *The Party***

An oldie but goodie!

Friday, June 24<sup>th</sup> at 8:30 P.M.

At the New School  
58 Post Street



### DANCE

**Both young and old are welcome!**

**Where:** Casey's Restaurant, on Main Street, next to the Mrs. Books Bookstore

**When:** Saturday, June 25<sup>th</sup> at 8:30 P.M.

### MEETING

**Bank Managers Association**

Thursday, June 23<sup>rd</sup>, from 9:00 A.M. to 2:00 P.M.

At Family Bank  
58 New Street

Between Kim's Newsstand and Carson's Bookstore



### GAME

**Volleyball!**

Sunday, June 26<sup>th</sup>  
2:00 P.M.

Branfield School  
on Fitch Avenue,  
between 1<sup>st</sup> Street and 2<sup>nd</sup> Street

- 2 **READING COMPREHENSION** Correct all the mistakes. Use information from the Reading.

- The dance is at half past <sup>eight</sup> ~~five~~.
- The movie is at 8:30 A.M.
- The meeting is at 2:00 P.M.
- The birthday party is at midnight.
- The birthday party is on the 22<sup>nd</sup>.
- The dance is at the bookstore.
- The meeting is at the New School.
- The party is at Casey's restaurant.
- Branfield School is between a newsstand and a bookstore.
- The game is on Saturday.

- 3 **GROUP WORK** Ask about classmates' birthdays. Complete the chart.

Name	Birthday	Zodiac Sign
 <b>Capricorn</b> Dec. 22 – Jan. 20	 <b>Aquarius</b> Jan. 21 – Feb. 19	 <b>Pisces</b> Feb. 20 – Mar. 20
 <b>Sagittarius</b> Nov. 22 – Dec. 21	 <b>Gemini</b> May 22 – Jun. 21	
 <b>Scorpio</b> Oct. 23 – Nov. 21	 <b>Libra</b> Sep. 23 – Oct. 22	 <b>Virgo</b> Aug. 24 – Sep. 22
 <b>Leo</b> Jul. 23 – Aug. 23	 <b>Cancer</b> Jun. 22 – Jul. 22	

### GRAMMAR BOOSTER

Unit 5 review • p. 138

For additional language practice...

**TOP NOTCH POP** • Lyrics p. 150  
"Let's Make a Date"

DIGITAL  
SONG

DIGITAL  
KARAOKE

www.irLanguage.com



**PAIR WORK** Create conversations for the people.

- 1 Talk about the events. For example:

Look. There's a \_\_\_\_.

- 2 Confirm that you are on time for an event.  
For example:

What time's the \_\_\_\_?

**CONTEST** Study the events for one minute.  
Then close your books. Who can remember all  
the times, dates, and locations? For example:

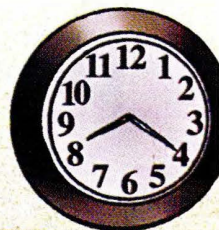
There's a \_\_\_\_ on \_\_\_\_ at \_\_\_\_.

**WRITING** Write five sentences about the events  
or ones in your town. For example:


There's a dinner on Friday, May 20<sup>th</sup> at ...

**WRITING BOOSTER** p. 147

Guidance for this writing exercise



**DINNER**




When:  
Friday, May 20<sup>th</sup> (8:30 P.M.)

Where:  
My French Restaurant

Between the 13th Street School  
and the Corner Pharmacy

**BASKETBALL GAME**



Sunday, May 22, noon  
At the Twelfth Night School

**"Evening" in Concert!**



When:  
**10:30 P.M., Tuesday, May 24**

Where: Paul's Books (Next to UMS Bank)

**Party**

Welcome all students!

Saturday, May 28  
9:30 P.M.

Where? 58 Post Street  
(across from the bank)



**NOW I CAN**

- ☐ Confirm that I'm on time.
- ☐ Talk about the time of an event.
- ☐ Ask about birthdays.